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Normal Quarterly

And School Announcements

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Winter Number

State Normal School
Mansfield, Pennsylvania.

February 1912

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THE MANSFIELD NORMAL QUARTERLY

AND SCHOOL ANNOUNCEMENT

THE QUARTERLY is published during the months of November, February, May, and July, by the State Normal School at Mansfield, Pa.

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The Mansfield Normal Quarterly
And School Announcement

A NOTABLE EVENT

Mansfield's Fiftieth Anniversary

It will interest our readers to know that the Trustees have decided to celebrate the fiftieth anniversary of the school's existence as a Normal School by appropriate exercises at our next Commencement Season, June, 1912.

The official date of recognition by the Legislature is Dec. 12, 1862. Thus it will be seen that the exercises will anticipate the event by a few months. But considering the fact that, in official records, this is noted as the school's fiftieth year and that the catalogue of 1912 appears in its regular numbering as the "fiftieth annual calalog,", it was thought best to celebrate the event a few months earlier than the actual date rather than a few months later, as the next Commencement would be.

A joint committee, representing the Trustees and the Alumni, is working upon a program which will fitly mark so important an event. It is hoped that an unusual number of the Alumni, and of former officials, will return and that we shall be honored by the presence of many representatives of the State Department.

Several eminent men have already accepted invitations to give addresses upon the occasion, but the completed program will be sent out in due season. Begin now to plan for the event and set aside June 19 and 20, 1912 for Mansfield.

¶ There is a kind of pride in which are included all the commandments of God and a kind of vanity which contains the seven mortal sins.—Chamfort.

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¶ Depend upon it, the persistent man is the man who wins all the time. He may seem a bit slow alongside the so-called "smart" man; but he stays on while the other goes.—William Gamble.

THE ALUMNI LOAN FUND

This is a call sent out by those who are interested in the school's future usefulness, and it is a call for large things. Let this fiftieth anniversary year be marked by an accomplishment in every way worthy of the occasion.

In this loan fund we are setting the figure at one thousand dollars, to be reached by Commencement time 1912.

With more than 2600 loyal graduates and with the pressing need which exists appealing to us, Mansfield is surely going to accomplish at least this much!

The request for temporary help keeps coming to the school from persons who are in every way worthy of it, but who, in the absence of this help and because of unfavorable financial circumstances are being denied the opportunity of an education which will fit them for lives of usefulness.

We do not forget that many of our graduates are yet unable to contribute anything to even so worthy a cause as this. But, eliminating this number, we still have remaining a sufficient multitude of others who can readily make this dream a reality.

It is not contemplated that this sum of money will be given away, and thus serve as a practical charity for once only.

It is a **perpetual loan fund** to be let out under reasonably safe conditions until those who have had its benefits are prepared to teach and thus return it, when it will go out again to repeat its service in other lives.

Contributions may be sent to the Principal of the School, by whom they will be promptly acknowledged. Let us now see this practical philanthropy grow apace!

¶ He that loveth a book will never want a faithful friend, a wholesome counselor, a cheerful companion, an effectual comforter.—Isaac Barrow.

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¶ The youth gets together his materials to build a bridge to the moon or, perchance, a palace on the earth. At length middle aged, he concludes to build a woodshed with them. –Thoreau.

A MESSAGE FROM EGYPT

Mrs. Alice B. Hobart, a member of our Faculty, "00-'02, and, since then, a member of the Faculty of the Conservatory of Music, Monmouth, Ill., has recently resigned her position there to accept one as teacher of violin and piano in the American Mission Girls' School, Cairo, Egypt. Extracts from a letter from her, received by Dr. and Mrs. Smith during the holiday season, will be of interest to Mrs. Hobart's many friends.

American Mission Girls' College,
Cairo, Egypt, Dec. 4, 1911.

My dear Friends:—

We had an interesting voyage, throughout, but I will omit details and begin with our arrival at Cairo.

The Mission building is a fine stone one, built for hot weather, with very high ceilings, immense windows, big doors, wide corridors and porches. It would cost a fortune to heat it and consequently it is never done, though there are months when heat is needed.

The sand-flies are about gone but the mosquitoes and fleas are typical of everything else in Egypt. I don't doubt that they are the identical ones that worried the ancient Egyptians into their graves. Nothing dies or wears out here except the people. The dates given for the tombs and other buildings fairly make my head reel.

One of the teachers said that one loses three things in Egypt—hair, teeth and reputation. Alas! it is too true concerning the first two, but I hope not concerning the last.

At home one would be very indignant to be asked if he were troubled with fleas, but here I would feel as if people were not properly concerned for my welfare, did they not inquire as to who is "winning out"—the fleas or I.

Of course we have to use a bed-curtain at night as a precaution against winged insects. When I, at first, mentally calculated the number of times I should have to arrange that thing, my soul was filled with anguish—so troublesome is the process.

Most of the girls are very nice. One is a Turkish Princess. People used to kiss the hem of her skirt and do other foolish things to show her mightiness. I have Greeks, Syrians and Egyptians.

Some of the girls do not understand English so we have to teach them by signs and illustrations. They take fifteen-minute lessons daily. Four girls are taking lessons on the violin

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and they really do as well as many pupils I have had before.

I have a pleasant studio commanding a good view of the street where I see something interesting every day. On the way down town we pass native homes bare of furniture except for a wooden bench and a few cooking utensils and a heap of straw. The stove is composed of a pan of coal standing on a tiny affair made of iron. Cooking is often done on the street but the lower-class women (such as live in these houses) rarely seem to be doing anything. They just sit and meditate or gossip—and, maybe, pick the fleas off of the children. Of course we do not see the interior of the palaces where all is ease and luxury.

The little shops along the way are interesting, the Muski bazaars being the most attractive in the city. They have most beautiful brasses and jewelry and everything lovely imaginable.

Some one has called the keepers of the bazaars "one-eyed waiters on Providence and a good bargain sitting cross-legged on their counter"—and it is a true picture.

The number of blind eyes seen here is awful. Street life in the business part of the city is an ever changing panorama of the picturesque and the disgusting, the rich and the poor, the silk-clothed and the ragged—of many costumes and colors. I often go uptown for no other purpose than to see and study the people.

The dates, grapes and figs are delicious but are now about gone. Oranges are just coming in, and I saw strawberries in market last week.

We have taken many interesting trips. Several weeks ago we had a donkey-ride to points of special interest. We went by train to a station outside of Cairo, and on the way I saw worse sights than I ever saw in Chicago back-yards as viewed from the "Elevated".

Arrived at the station, we were beset by donkey-boys of various sizes. Donkeys of all descriptions were thrust upon us and we were all but thrust upon them.

Having made our selection we proceeded to mount, and I can testify from experience that the narrow skirts of the present day occasion considerable difficulty in riding astride. I was obliged to ride with my stirrups so short that I felt as if I were merely perching upon the animal's back and as if a vigorous flip of his long ears would knock me off.

We proceeded at a lively gait to an old olive tree where tradition says the Holy Family rested on their flight into Egypt. I was assisted to the ground by one man and several boys. The tree is without doubt, very old, and is an interesting sight, with its wide-spreading, gnarled branches from which the bark hangs in strips.

Returning, I found even more than my original difficulty in mounting but, once on, we started at full gallop, the boys running along behind or at the sides and using forcible encouragement whenever the donkey seemed inclined to lag.

We next stopped at a granite shaft supposed to date from 200—300 B. C. Its hieroglyphics recounted ancient Egyptian victories.

Later in the day we visited an ostrich farm owned by a Frenchman. I was suddenly and forcibly separated from my donkey by a brown villian who put his arm around me and lifted

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me off without even a grunt.

The strength of these people is amazing. I can fancy that, if their ancestors were as much stronger as they are older, they could easily have handled the immense stones of the pyramids.

There were fine birds at the farm but they pluck them in March or April which seems to me cruel as it is quite cold then. Perhaps they sew them up in flannel bags as they do the cows. Cows are driven from house to house and milked to order, and the calves have to accompany them to make them accommodating.

Last Saturday we got up at five o'clock for our trip to the Pyramids.

It was so interesting to see the women with their water-jars, and the men filling the pig-skins with canal-water to sprinkle the streets!

The women sit on the rocks and wash clothes, and everybody makes his toilet in the muddy water and ends by taking a drink.

Either the whole microbe theory is exploded or else the microbes have formed "a trust" with the brown people for the extermination of the white or, maybe these people are so saturated with poison that they kill the germs as often as the germs kill them.

At a certain station, donkeys and camels awaited us.

This time we had with us our elegant dragoman, Mohammed who gave us a ride in his sail-boat, one day, when the Nile was at its highest. He speaks English perfectly and is really a gentleman in his instincts and manner.

Statues of Rameses I and II were among our first sights. At the ruins of Memphis we visited the tomb of Meno, a priest. It contains twenty rooms for himself and several for his family. They believed that the soul returned to visit the mummied body—hence these spacious apartments.

Memphis, once the principal city of Egypt, has now not a single building left.

We also visited the tomb of Ti, a priest whose wife was the daughter of a Pharaoh. He is depicted as of immense size; his wife reaches to his knees, the fellaheen are much smaller, typifying their servile state.

The Pyramids of Sakkarah are very interesting. The Step Pyramid is the oldest known structure in the world.

They are fifteen miles from the Gizeh Pyramids, yet so clear is the atmosphere that the latter looked as if they were merely over the brow of the next hill.

Those of us who had ridden donkeys to Sakkarah traded for camels, and vice-versa, for the ride to Gizeh. I mounted my camel Rameses with all due gravity.

The trot of a camel is not so bad but the walk is awful. My boy kept it at a trot most of the time and when the pace was too swift for him, he held on to its badly abused caudal appendage and swung along behind.

I was persuaded, in an evil moment to trade my camel for a mean little donkey named Beauty. He wanted to go at a terrific pace and no amount of pulling on the bridle could persuade him to change his mind.

He got away from the boy once and his wicked little feet fairly flew. I bounced around like a rubber ball and finally began to slide off. I screamed—as any woman would—and clawed wildly for something to hold on to, but his mane had been cut and his ears were too far away, so, over I

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went into the sand—and it was'nt so soft as it sounds.

My dear Mohammed who had lifted me off and on so finely, all day, was far in the rear. My donkey-boy had not arrived and everybody who rode by said, "Why, did you fall off"?, which exasperated me to the last degree.

Once re-mounted, I am happy to say that I stayed on till I was ready to get off at Gizeh and take the train to Cairo. I neglected to say that, on the way to the Pyramids we passed the largest palm-forest in the world, containing over a million trees, and I should have mentioned the coloring of the desert which is most beautiful.

But I cannot begin to tell you all my interesting experieneces and so might as well stop here.

I expect to go to Jerualem for the holiday season, staying in the American colony.

We are hoping that the war will not spread, tho' it is really next door to us.

Cholera is very bad in some places. Perhaps it will die out with the coming of cold weather.

Remember me, please, to Normal friends, and believe me with kindest regards,

Sincerely yours,
ALICE B. HOBART.

SCHOOL NEWS.

FOOT BALL BANQUET.

Our boys have found that it pays in more ways than one to play good hard football. Besides the training they have received, the honors and "official letters" they have earned, the boys have won many friends in the town.

Mr. A. H. Vosburg is one of these real friends. He is a friend both to the game and the fellows. For the past two years Mr. Vosburg has given a delightful banquet at his home to the members of the football team.

However, the boys have had to show him by winning at least two thirds of the games played that they were able to stand a real enjoyable and lively hour.

This year on the evening of February sixth, Mr. Vosburg entertained the "Varsity" men together with several members of the Faculty. The banquet board was spread with all of the good things of the season that are agreeable to the sight, smell and tastes of men. The spirit of the game seized the fellows at once and they played their part manfully as usual. Everybody was hearty and happy. After about two hours of this playing with victory at every point, time was called for the first half.

During the evening several very inspiring talks were given on "Next Year's Team". Mr. Vosburg was at the head of the list. He highly complimented the fellows and the management on the work of the past season. His remarks made the boys feel that it is worth while to be in the game and to be there to win. Several of the last year's men spoke on the

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same subject and last but not least—in sympathy with the motive—the Faculty men were called upon for their ideas on the topic.

At the close of this delightful evening a short business meeting was called to order by Prof. Gardinier. After organizing the captain for 1912 was elected. Mr. Francis Gallup was chosen for this responsible position by a unanimous ballot. Mr. Gallup, "Stubby" is an experienced foot ball man and worthy of the position to which the fellows have called him.

After extending a hearty vote of thanks to Mr. Vosburg, singing the school songs and giving their football yells, to further express their gratitude to their host, the fellows found their several ways home.

The hospitality and kindnesses of Mr. Vosburg will ever be remembered by the fellows and the other guests.

The menu follows:—

Oyster Stew
Olives Pickles
Chicken Pie Mashed Potatoes
French Peas
Macaroni with Tomatoes
Cranberry Jelly Coffee
Neapolitan Ice Cream Assorted Cake
Mints Cigars

PRESBYTERIANS ENTERTAIN

A pleasant social evening was enjoyed by the members of the school who are registered for Presbyterian Church when, on the evening of Feb. 9, they were invited by the ladies of the church to meet the new pastor and his wife, Rev. and Mrs. Albert Judson.

Dainty refreshments were served, an informal social time was enjoyed, and the evening's delights were enhanced by recitations given by Miss Emily Gyger and by music furnished by Misses Lucinda Keagle and Dora Wilcox.

THE CHRISTMAS BREAKFAST

A very dainty Christmas Breakfast was given by Misses Ellison, Seaman and Sebell to the members of the Faculty and their wives on Saturday morning, Dec. 16—that being the latest free morning before the holiday separations.

Enough tables were placed together to make a large rectangular board, around which the entire company could be seated. In addition to the tempting repast the spirit of the season was especially evident in the "gifts" prepared for each person and having very specific reference to their "fitness." These were daintily arranged upon the board amidst clusters of holly and directed to the places of their several owners by bands of ribbon.

Great enjoyment was added to the occasion by a selected company of young ladies, who entered the dining room singing Christmas Carols, as they approached the table and also as they receded from the room. This delightful harmony was continued for many minutes in the corridor behind partly closed doors.

FACULTY CHANGES

Finding it necessary to have additional help in the Science Department, the services of Mr. Harry Brink were secured for winter and spring terms, and he has been placed in charge of the experiment work in the Physics Laboratory. In characteristic manner

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he has taken up this work and has not only proved eminently successful in it but he has made himself count for much besides in the life of the school.

Personal ill health having made it necessary for Miss Lucy Bacon to give up her work as teacher of Piano, the services of Miss Georgia Hoag of Syracuse, N. Y. were secured and she began her work in January.

Miss Hoag brings to us fine preparation and the highest endorsement of the teachers in the Music Department of Syracuse University from which she was graduated. She has already proved herself in the new position, and while Miss Bacon's many friends sympathize with her in the enforced retirement, they prove their sincerity by their cordial reception of her successor.

MR. SPENCER ENTERTAINS

Steward E. A. Spencer very happily surprised the men of the faculty some time ago, by inviting them to a special supper, following one of the public events in Alumni Hall.

The occasion was greatly appreciated and thoroughly enjoyed by all who participated—the heartiness of their "participation" being unmistakable evidence even if no words had been spoken.

MRS. JANE ALLEN

The death of Mrs. Jane Allen of Mansfield, on Feb. 21, 1912, closes the career of a couple of stalwart friends of this school at a time, in its early history, when it was sadly in need of friends.

Prof. F. A. Allen came with his wife from the Chester County Academy at West Chester, Pa., in the summer of 1864 to assume the duties of the principalship of this school.

Their work here, conducted amidst trying "pioneer days", when funds were scarce and friends were few (albeit they were staunch), made its impress upon the lives of many who still live to honor their memory, and it laid well the foundations of an institution which has grown beyond their fondest expectations and which has served to bless the lives of thousands.

At the chapel service on Friday, Feb. 23, the day of the funeral—Dr. Smith paid a fitting tribute to the memory of Prof. and Mrs. Allen, and reminded the young people now here of the debt of gratitude which they owe to the men and women who wrought so ably in those early days to the end that we today may enjoy the fruits of their labors.

CLASS GIFTS

As the new arrangement of class-photographs left the walls of Alumni Hall auditorium without decoration, the Class of 1912 chose as its memorial, a gift suitable for placement upon the front walls of the room; and the Class of 1913, anticipating the usual time of presentation by a year in order to be permanently represented at the Semi-Centennial events, chose a gift suitable for the rear walls.

Before making these choices the advice of P. P. Caproni & Bro. of Boston, experts in modern school decoration, was sought and, subject to their recommendations. The Class of 1912 has

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selected large and handsome plaster busts of "Apollo" and "Diana" with brackets to match, and also two panels of the "Cantona Frieze" by Luca della Robbia, popularly known as "The Singing Boys", while the choice of the Class of 1913 is similar busts of "Juno" and "Ajax", with brackets of the same type, and two other "Singing Boy" panels.

The remaining six panels of the Canton frieze will be placed upon the side-walls by the cast of the School Play of 1912.

CLASS COLORS

Aiming to select colors which will harmonize with the school colors, red and black, and also with each other, the classes of 1912 and 1913 have both decided upon their colors and have procured very beautiful pennants to be used on all gala occasions.

Red and Gray is the combination for the class of 1912, while Black and Gold was the choice of the class of 1913. With the school seal, the school monogram, or the school initials, and also the year artistically arranged upon these colors, the pennants are indeed things of refined beauty.

ALUMNI PHOTOGRAPHS

Recognizing that the present unavoidably crowded placing of the class photographs in Alumni Hall auditorium puts many of them beyond the reach of the eye and that the permanent seating of the room prevents easy access even to those that are low-hung, the joint committee of Trustees and Alumni has decided upon a new arrangement to be effected before the anniversary event.

Much consideration has been given to the subject and choice has fallen upon the scheme of giving to them a thoroughly modern and very attractive treatment by removing them from their frames and re-mounting them, chronologically, upon large swinging leaves of special construction similar to those used in art stores for display purposes and to those used in the Congressional Library, Washington, D. C., for the exhibition of pictures of the Presidents of the United States.

The highest points of these leaves will be well within the line of vision, they will be enclosed in a dust-proof cabinet, in the rear of Alumni Hall auditorium where they will be well-lighted, well-preserved and easily accessible.

The joint-committee believes that, in this plan, Mansfield will have the most unique and satisfactory arrangement of class-photographs possible to be secured and hopes that the Alumni, returning for the Anniversary celebration, will have unusual pleasure in viewing them.

ROSE—COLES

Edwin S. Coles, '00, and Miss Emavieve Rose were married on the 20th of last January in Washington, D. C. at the home of the bride's parents Mr. and Mrs. J. Emerson Rose. The Rev. Robert Bell of Williamsport, former rector of St. James Church in Mansfield, performed the beautiful and impressive marriage ceremony of the Episcopal church.

The bride is a talented and popular young lady, and is well known in Mansfield, where she formerly resided. and where she has visited frequently of late years.

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Mr. Coles is the genial proprietor of the widely known Mansfield Advertiser, and he is prominently known in the various social and business activities of the town.

COZAD—DANN

Arthur J. Dann, '02, and Miss Frances A. Cozad were married on Feb. 21st. in Worthington, Pa. at the home of the bride's parents, the Rev. and Mrs. William K. Cozad, the impressive Presbyterian ring ceremony being pronounced by the father of the bride.

Mr. and Mrs. Dann will make their home in Uniontown, where Mr. Dann is supervisor of music in the High School.

Both Mr. and Mrs. Dann were graduated from Grove City College in the class of 1911. Their host of friends wish them an abundance of success and happiness.

SPRING TERM PEDAGOGY

The Department of Pedagogy will offer in the Spring Term experimental psychology, observation in teaching and school government as interpreted in the light of the recent school code. The aim of the work in psychology is to supplement the theory of the Fall and Winter Terms with practical tests and demonstrations so as to bring to the minds of the students the mental processes in the making, to acquaint them with the need of close observation, to give them an interpretation of the laws and processes already formulated and to render them skilful in determining the physical and mental requirements of the individual pupil. The observation in teaching will be a continuation of the work in methods and is arranged so as to give the students a clear comprehension of the teaching process by bringing them within the actual observation of the class room work as conducted in the Model School. A written report of the observations will be required and once a week a general discussion and criticism of the observation will be made. The new course of study for the Normal Schools makes it obligatory that the Pennsylvania School Law shall be taught and in addition to fulfilling the requirement the work will be made interesting by fitting the provisions of the law to the actual conditions of the school and the school system. The text books now being used will be the guide for each course.

Myrtle F. Smith, daughter of Commissioner and Mrs. Freeman H. Smith of Knoxville, was united in marriage with Mr. William W. Gilbert, on December 12th. last. The Rev. M. R. Chapman was the officiating clergyman.

Mr. and Mrs. Gilbert have taken up their residence in Knoxville.

¶ The perfect loveliness of a woman's countenance can only consist in that majestic peace which is founded in the memory of happy and useful years, full of sweet records.—John Ruskin.

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¶ If we would put ourselves in the place of other people the jealousy and dislike which we often feel toward them would depart, and if we put others in our place our pride and self conceit would very much decrease. – Goethe.

NOT IN THE CURRICULUM

VESPER SERVICES

Among the recent vesper service topics, which elicited much interest and carried forceful lessons of life, mention should be made of A Story of Adventure, A Story of Friendship, Medicinal Music and A Story of Rebellion.

One evening was taken by Prof. Zerbe, who gave an interesting and valuable paper on "Idealism"; one by Miss Reagan, with a strong paper on "The Bible in Oratory"; and one near the Christmas time by Prof. Van Norman, with a helpful address on "The Season's Meaning."

THE MEN AND RELIGION FORWARD MOVEMENT

This twentieth century wonder working scheme of the religious world has been organized in Mansfield with Dr. A. T. Smith as its chairman. Six working committees of five men each have been appointed from the various churches of the town, and a most encouraging attitude toward the situation is being evinced.

Special meetings for men have been held under the auspices of the Movement, and now plans are under way for a conference to be conducted by a team of experts from Elmira, N. Y.

Dr. Ward Mosher who, with his wife, was conducting special evangelistic services in the Methodist Church, was the speaker on the occasion of the first men's meeting. The fruits of these endeavors are already most evident in the deepened religious activity among Christian men, and the fruits of Dr. Mosher's especial labors in our community are seen in the starting of many lives upon the christian way. This is abundantly evident in the school as well as in the town.

THE LAYMEN'S MISSIONARY CONFERENCE

A very unusual opportunity for a world wide view of the religious situation was given to Mansfield, Feb. 12 and 13, through the efforts of the Laymen's Missionary Movement of the Methodist Episcopal Church. On the evening of the twelfth a men's banquet was enjoyed by 200 men, representing all denominations, and they were at that time given great enlightenment relative to the field in Africa, Bolivia and the Philippines. The banquet was served under the direction of Miss Sebell head of the Domestic Science department of the

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Normal School and was universally regarded as a brilliant success.

But Tuesday, the 13th, was the great day with sessions morning, afternoon and night. The entire mission field of the world was brought to view and the problems peculiar to each country were set forth. The promise of an audience in the evening was so good that those having the work in charge requested the use of Alumni Hall for an overflow meeting from the Methodist church. At least 600 people gathered in the Hall and the church was filled.

The sessions were most inspiring and were addressed by the following men representing the countries as indicated:—

Dr. Fred B. Fisher, India.
Dr. E. H. Richards, Africa.
Dr. D. J. Schilling, Bolivia, China.
Dr. W. H. Teeter, Philippines.
Dr. G. A. Bond, Malaysia.

CHRISTMAS TREE

Much of genuine home feeling was given to the Christmas season by Mr. and Mrs. Spencer who placed in the main corridor, just in front of the approach to the dining room, a real and very generous Christmas tree.

Reaching to a height of twenty feet, and with finely proportioned spreading branches, this tree was trimmed in characteristic fashion by the use of colored electric lights, "snow" and various other suitable articles contributed by members of the school.

For at least a week it encouraged the Christmas feeling, by its mere presence and did much to heighten the joys of anticipation in the home-goings.

DR. WARD MOSHER

Evangelist Dr. Ward Mosher addressed our school on religious themes at the mid-week prayer meetings held by students during the three weeks of his stay in Mansfield and twice on purely secular themes at our daily chapel service.

Without resorting to the questionable devices indulged in by a certain class of evangelists to rouse the emotions of young people, Dr. Mosher's addresses were sincere, searching and inspiring. As a result no shallow sentiment was aroused, no time was wasted from the specific duties of those in school, and yet many earnest students made here a definite beginning in the Christian life.

INTERESTING MUSICAL EVENTS

A very successful concert was given by members of the Fine Arts Departments, at Morris, Pa., in conjunction with the local institute of Jan. 27, 1912.

Miss Lucinda Keagle, Soprano, Avis, Pa.

Miss Mildred Ross, Contralto, Ulster, Pa.

Miss Dora Wilcox, Pianiste, Wellsboro, Pa.

Mr. Tracy E. Clark, Reader.

Prof. John Hepple Shepherd, accompanist.

On the following morning Prof. Shepherd read a valuable paper on "Music in the Public Schools".

It may be of interest to workers in other communities to be told that we are in a position to send very capable groups of students to give concerts in conjunction with any phase of the school work of our state.

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A program of Christmas Music was given by the School Chorus in December. Traditional Carols, First Nowell, Good King Wenceslas, Adestes Fidelis and Holy Night were given.

The Christmas cantata, Holy Night, by John Hyatt Brewer, was rendered most acceptably. The solo parts were sung by Elizabeth Doran, Mildred Ross and Lucinda Keagle.

The chorus numbered 100, and did its work with precision and great beauty. An especial gem of the evening was The Cradle Song by Mildred Ross.

Supporting the chorus and rendering most exquisite tone coloring to the solo numbers was the Pipe Organ under the masterly control of Prof. Shepherd.

On the morning of departure for the Christmas Holidays a large company of students gathered in the corridor, before breakfast and sang old carols as a serenade to Mrs. Smith.

This marked the beginning of Christmas cheer, which was continued as the special train carried its hundreds and landed them in Elmira, Waverly and Binghamton.

RECITAL BY MISS WILCOX

An evening of unusual attractiveness was enjoyed by music lovers on Feb. 23. The occasion was a recital given by Miss Dora Wilcox, who will be graduated from the Department of Music in June. Miss Wilcox was ably assisted by Miss Mildred Ross, Mr. Lou Saks and Prof. Shepherd.

Each number was rendered with a finish that evidenced no ordinary musical talent and which revealed as well the product of superb endeavor.

The numbers presented were:—

Valse ..... Op. 64, No. 2.
Etude ....Op. 25, No. 9
Ballade ....Op. 47.
Chopin.

Like as the Hart Desireth.—Allitsen.
Hexentanz, Op. 17—MacDowell.
(Witches' Dance.)
Aus dem Carneval, Op. 19—Grieg
Still Wie Die Nacht.—Bohm.
Lullaby—Hanscom.
(With Violin Obligato.)
Konzert in d minor.—Mozart
(Orchestra parts played on Organ.)

VISITORS FROM BURMAH

Miss Nellie Yaba of Burmah, India, was a recent visitor and most acceptable speaker at our Chapel service.

Miss Yaba, whose father was converted under the missionary efforts of the famous Adoniram Judson, has been in this country for about six years. In that time she has been graduated from the University of Michigan and has made the necessary preparation to return to her people as a missionary.

LINCOLN'S BIRTHDAY

PROGRAM

"After the Battle" .. ..Anon
Emily Gyger, Kimberton, Pa.

"At Lincoln's Tomb" .... Robert Love
From "Poems All the Way From Pike."
(Being the Reminiscences of Hon. Jason Pettigrew, of Calhoun County, Illinois, in 1895.)
Tracy Clark, Hughesville, Pa.

"Ann Rutledge"—True Story of the

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Life Romance of Abraham Lincoln.
Luella Lunt, Laquin, Pa.
"Career of Abraham Lincoln" .....
Paul Hobbs, LaPlume, Pa.
"O Captain! My Captain!" .....
....Walt Whitman
Frances Sullivan, Susquehanna, Pa.
"The American Flag" ....
....Henry Ward Beecher
R. Ray Merrill, Rome, Pa.

SENIOR RHETORICALS

The Senior rhetoricals for this year are nearly completed and the choice for the prize speaking contest will soon be made. The students are awaiting the result of this selection with unusual interest, as the number of good speakers in this year's class is exceptionally large making the task of choosing the best much more difficult than usual.

The programs have been made especially entertaining this year by the many excellent musical numbers. Because of the growth of the Music Department. it has been possible to furnish two or more numbers for each program and they are a most pleasing addition.

During this winter term, frequent essays on current topics have been given in chapel, and have served to arouse interest in a study of the events of the day.

PLAY BY NORMAL STUDENTS WELL RECEIVED IN CORNING, N. Y.

On December twenty first, the cast of the play, "Holly Tree Inn," went to Corning, N. Y. and gave an entertainment, assisted by members of the Corning High School.

In the afternoon, the pupils of the grades attended the dress rehearsal and the little people thoroughly enjoyed the matinee, especially the child impersonations by Lenadell Wiggins.

A most appreciative audience greeted the performers in the evening. The enthusiastic reception of Eva Miller, proved her popularity among the students of the High School and the repeated encores were a testimony of the excellency of her work. The program follows:

CHARACTERS

Jabez Cobbs, landlord of "Holy Tree Inn" ....Tracy Clark
Mrs. Cobbs, mistress of "Holy Tree Inn" ....Trella Briggs
Captain Walmers, of Walmer's Court. ....Ernest Marsland
Tom, the stableman of "Holy Tree Inn".. ....Francis K. Donlin
Harry Walmers, only child of Captain Walmers ....Sinclair Kilgore
Betty, the chambermaid of "Holly Tree Inn" ....Eva Miller
Nora, Harry's sweetheart .L. Wiggins

MUSIC

Monologue—"Pro and Con." ....
....Leland Powers
Tracy Clark
Reading—"The Mourning Veil".....
....J. L. Harbor
Eva Miller
Reading—Selected .....Trella Briggs
Group of Child Impersonations ....
....Eva Miller
Reading—"How Dot Heard the Messiah" ....Lenadell Wiggins

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THE FUNCTION OF THE SCHOOL

J. L. Zerbe, B. S., A. M.

When we realize that in the United States there are about 506,000 public school teachers, and that the normal schools, the teachers' college training departments, and the universities are graduating each year only about 20,000 persons from the teachers' training courses to fill the positions of the 125,000 new teachers required each year, we suddenly become aware of how inadequate must be the training of many of our teachers. Over 100,000 must have little or no pedagogical training and since the growing tendency in cities and larger towns has been not to consider an applicant who has not had some actual teaching experience; the would-be teacher has been forced to secure this experience in the rural schools. Thus the country schools have been the experimental laboratories for these inexperienced teachers and the majority of the ten million children within the rural schools of the United States today are the victims for the haphazard methods of these inefficient teachers. Over half of our school population are sacrificed for the other half. Commissioner of Education, Claxton, is making the subject of the rural school his special study, and he has appointed Dr. A. C. Monahan, as head of the department of rural schools, to investigate the needs of the rural communities in matters of education. Were consolidation is feasible the administration work is minimized, but the isolated crowded school of many grades is still a problem to be solved; while the definite function of the school is the all absorbing question in education. Before discussing the function of the school let us look at the various aims of education. From the earliest time the aim has ever tended toward education for efficiency and education for culture.

Like a swinging pendulum these two aims have ever returned. Now one is emphasised, now the other, or again both may receive about equal stress. Man's existence from the days of savagery to the present time has been dependent on efficiency, while culture has contributed rest and relaxation from the toil of his work-a-day world. The Persians and the Spartans were educated for physical endurance and military efficiency, the Athenian educated for the love of liberty, of knowledge, and of beauty, and the Roman educated for a strong soldiery, tempered by an intellectual and aesthetic appreciation, thus combining efficiency with culture. From the Middle Ages until the nineteenth century education was dominated by the conception of personal culture.

This personal culture at first so strongly purely spiritual culture changed with material development of the nations, and the rise of universities was but an evidence of the supplementing of the religious attitude with the professions of law and medicine; and yet far past the

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Renaissance the perfect life was still considered to be the life of attention to purely spiritual things. "Education" is the purification of the spirit from the taint of earth." The Renaissance developed among the aristocracy an interest in the literature and culture of classic antiquity, which the revival of learning had recently brought to light. The growth of wealth, the cessation of general warfare, the gradual evolution of elegant court life with its accompaniment of poetry, letters and the development of diplomacy in statecraft, tended to create a society in which the humanist was most welcome. He brought artistic social ideals and charming employments for the leisure class and supplanted mere force with a polished linguistic persuasion. Learning was a preparation for efficiency in social relations and the greater the knowledge, the greater the efficiency; so the ideal of universal knowledge evolved. The learned man was now a philosopher, a scholar, or a scientist. it had been the meat of Plato and Aristotle. It was the "beatific vision" of Dante. The Renaissance gave an impetus for the seeking after truth, for an ever widening in the extent and the possibility for knowledge of temporal matters. Divine knowledge came to be regarded as after all to be sought in a study of the works of God as manifested in nature and humanity. The aim of education is "to know all things" and no less pansophic is the extraordinary course of studies that Milton outlines for his ideal academy; still this pansophic ideal of the seventeenth century cannot be said to to have produced an immediate and profound reaction upon the schools. Humanism and pansophism vied for supremacy. The humanist now discovered a new argument that has delayed for two centuries the day of doom for the classical curriculum. No more important phase to personal, culture has interested educators than the ideal of mental discipline, which the humorists now offered. It has been the excuse for all the fads and frills of modern education. "The business of education," states John Locke, "is not to make the young perfect in any one of the sciences, but so to open and dispose their minds as may best make them capable of any they shall apply themselves to it." While Locke thus gave first the fundimentals of mental discipline he did not adhere to the narrow classical curriculum but rather supported a broad and varied course. Just as the Renaissance brought with it a realization of a new material world, so the eighteenth century brought a new realization of human life. It was the dawn of consciousness of self. Rousseau dictated that "Everything is good as it came from the author of nature; everything degenerates in the hands of man." So education like government, should be "let alone." Self-realization of man, the natural unfolding of his mental powers, is the concern of the individual and the teacher; and in this ideal of self-realization the conception of personal culture receives its most philosophic, its most inclusive reason.

The "harmonious development of all the powers" constitutes a formula that covers spiritual, social and aesthetic culture, knowledge and discipline. These powers may be considered as the faculties of the disciplinarian, the "manysidedness of interest" of Herbart, or the instincts of the modern

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psychologist. Herbert Spencer thinks education is "complete living" which includes "Not how to live in the mere material sense only, but in the widest sense. The general problem which comprehends every special problem is the right ruling of conduct in all directions under all circumstances. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize all those sources of happiness which nature supplies?" All of this is summed up in the favorite phrase of the evolutionist as "adaptation to environment" which may be considered to mean in the words of President Butler of Columbia university: "Thus education means a gradual adjustment to the spiritual possessions of the race. These possessions may be variously classified but they certainly are of five fold. The child is entitled to his scientific inheritance, to his literary inheritance, to his aesthetic inheritance, to his institutional inheritance and to his religious inheritance. Without them he cannot become a truly educated or cultured man."

Unconsciously educators have accepted Spenser's dictum and have gradually been educating for complete life by the proper adjustment of the individual to his environment. The aim of education on the farm differs from the education in the city only in its application and not in its intent. The problem is simply one of adjustment. But since adjustment is ever changing to meet new conditions education must ever progress and the schools must assume the discarded duties of the other institutions. Today the function of the school, by assuming the work of the home, the church and the state, presents itself under the following conditions; family, physical, vocational, social, political and moral.

The family or home has long since neglected its duty of properly training the child in household economy and the household arts. The children are busy with other things or else the parent is too busy or to ignorant to properly educate the child in the things which the home formerly taught.

The school takes the child from the home and makes the child out of sympathy with the home and domestic duties. Historically the curriculum has done nothing to conserve the interests of the home, but rather has done much to harm the peaceful feeling within. Household customs vary and the child is conscious that his or her home is different to other homes. Recent household arts courses have helped to bridge the gap between the home and the school, as well as the teaching properly of chemistry, physics and art. The co-operation of the home with the school through groups, and in the school exhibits has helped to bring a closer relation. Home hygiene and the sextual relations must find a solution in the schools.

Physical education until recently has been almost neglected. The abnormal conditions of school room life, the prolonging years of education and our training for a high standard of living has tended to weaken rather than to strengthen. Bodily needs have long been ignored. Physiology, the one subject of the schools for teaching health, has been taught as mental discipline rather than practical physical information. It has been practical in

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so far as it brought before the mind of the learner the evil influences of narcotics, intemperance and other abuses, but has been of small value in strengthening the physical well being of the child. Calesthenics, military drills and gymnastics have gradually supplanted one another. Today vocational work is being emphasized as proper physical exercise. The growth of the child must hint the mental work placed before him and his instincts must be cultivated so that relaxation follows periods of stress. Here and there games and folk dances have become part of the required physical training, well equipped gymnasiums are considered an essential to school equipment, yet unless properly conducted these will become as useless as the physiology. It is for the wise teacher of the grades to utilize the natural instincts of play for the development of leaders and followers needed in society as well as in the industrial world and at the same time giving the pupil bodily exercise which not only strengthens his physical being but also his mental processes and thereby giving him grace and poise.

Because of the academic character of our school curriculum which prescribes a course of study only remotely connected with wage-earning, the schools have turned the majority of the boys and girls into the industrial world at the age of fourteen or earlier, when they were wholly unfit or suited to any trade. Psychology has produced the fact that interest is gained through purposeful activity, as seen in the child's very early desire of earning a living rather than studying from books. The early curricule were vocationally valuable only to those entering the professions and that value was mainly conventional.

The object of the first public high school, Boston 1821, was "to enable the mercantile and mechanical classes to obtain an education for those children whom their parents wished to qualify for active life." But the curriculum fell short of its purpose as evinced from the subjects taught; English, including rhetoric, composition and declamation, geography, mathematics to navigation and surveying, history, ancient and modern, United States in last year, logic and forensic discussions, natural philosophy, including astronomy and moral and political philosophy. Later the schools endeavored to connect directly with business, so stenography, typewriting and bookkeeping were offered but they failed to function vocationally and manual training ignored for the most part, the real life activities of the pupils. As a result of the public schools not being willing to train for direct efficiency in mechanical arts, trade schools have been established by individuals and by mercantile and industrial establishments. The schools must sift the pupils and determine their most profitable field of activity, then it must educate and train for that kind of work. The boy can be kept on the farm only so long as it is the most attractive place for him and the school must make it the most attractive by presenting to him the wonderful prospects still undeveloped in the overworked soil.

Our increase in population due to the constant immigration has made the problem of social conditions in the community a very grave subject. The disintegration of the home in the large cities and towns due to the necessity of the children being forced to

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work in factories and in various occupations away from the home environment, as well as the isolation of the homes and peoples of the rural communities have made the social problem the most difficult. Man is a social being. He desires to be with his fellow men and the school must assist in bringing the individual in harmony with his neighbor. Early in the school life interest is secured through rivalry and competition. Play that requires co-operation suits the child best and later this instinct for co-operation tends toward group work as in athletics or in societies. No provision in the ordinary school has been made for spontaneous social organization, and the older the student the more complex becomes this co-operation, which, when properly conducted, becomes one of the best incentives for school work. School fraternities and societies came in response to the psychological needs of the child and not as secret organizations to thwart and condemn the action of school authorities. The evils as they exist today in these organizations are due to the causes which have popularized the organization—the selective membership. If properly controlled the fraternity can be made one of the greatest aids socially in the school. Unfortunately, however, the ones who need this training most are rarely asked to join. In addition to group training, the school must train the individual for leisure. Factory laws have limited man's hours of labor and unless he knows how to utilize profitably his spare moments he degenerates. Idleness breeds discomfort and vice. The schools must provide some pleasurable recreation for the individual other than the cheap moving-picture show, the dance hall and the vicious loafing places.

The school ought to be the social centre of the community and must provide interesting recreation for young and old. The tax payer can no longer afford to have the building and the play ground locked up two-thirds of the day and the teacher must work to have the plant in operation almost continuously during the waking hours of the community in useful and helpful activity to the community.

The increasing complexity of our political institutions and the opportunities for graft and corruption and the indifference of our citizens even among the educated classes to political questions make education for intelligent and efficient citizenship and political leadership a problem of no little concern to the schools. The recent tendency to permit woman suffrage on matters of school and other local questions is paving the way for universal suffrage and the educator anticipatory to this demand no longer needs to feel that statesmanship is alone the concern of the boys. The characteristics of child-life, his interest in group work and other co-operative activities, together with his desire for leadership, distinction and influence give the teacher a psychological basis for the awakening of right political sentiments. Heretofore American citizenship was held between the covers of a text book on government and the child had little practical application of the truths contained. United States history and forensic discussions were the basis for political training. The debating club has been most effective in inculcating the proper political attitude. It ought to be open to girls as well as to boys.

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Such clubs with proper supervision stimulate co-operation and the study of the issues of the day, promote tolerance through forced study of both sides, lead to independent thinking, increase ability to weigh evidence, develop self-control, the ability to face an audience on one's feet and clearness and effectiveness of speaking, give knowledge of parlimentary and court procedure, recognizes the kind of leadership the school aims to develop and finally develops the poor student with the bright.

The decreasing influence of the church and the need of positive moral incentives for conduct in each of the above activities make a strong appeal to the school for a widening moral tone. Without a right and proper moral attitude all education fails. Through the grammar grade and into the high school the child's emotions and religious instincts have been constantly growing and he finds himself conscious of an increased piety, sympathy, righteous indignation, pity and emulation. He desires older companions and has a keen sense of honor. His attitude toward nature is most comprehensive and he feels the influence of religious truth and the teacher will do well who recognizes that adolescence is the infancy of man's higher nature. Historically the schools have gone from one extreme to the other; from the religious schools of the Middle Ages to the secular schools today. In the transition the religious instruction has been left to the church. The church has little influence with those who need it most and since the school is the one institution that reaches all hearts, it must make some definite provision for moral instruction. With our complex sectarianism the problem is an ever increasing difficulty, since morals cannot be well divorced from religion. The schools dare not dictate religious doctrine nor shatter the faith of sacred belief. Consequently the task is large and the stability of our institutions depends upon man's moral worth. Moral instruction must come from moral teachers who are large enough to develop the moral truth from everything the child accomplishes in the school. The teacher must grasp every opportunity to assist the church and other organizations in building character in the community.

With a conscious knowledge of the corporate life of the school the teacher no longer teaches books but teaches children. The teacher recognizes that the school is no closed corporation but an open system of helpful resources whereby the community is to grow and prosper within the next decade. Each student today is soon to be a successful citizen. No truer is this of the city than it is of the farm and the teacher in each community must study the conditions and educate the child to adapt himself to his environment.

¶ Who kills a man kills a reasonable creature, but he who kills a good book kills reason itself.—Milton.

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¶ Our charity indeed should be universal and extend to all mankind, but it is by no means convenient that our friendships and familiarities should do so too. —Thomas a Kempis.

ATHLETICS

FOOT BALL

The M. S. N. S. foot ball team of 1911 was quite up to the high standard set in former years. During the season Mansfield won all of the games but two, losing one to the fast Binghamton High School team and one to the Syracuse University Freshmen. The game at Binghamton was lost more through hard luck and bad decisions by the officials than by faulty playing by M. S. N. S., for the ball was in Binghamton territory most of the time. The Syracuse game was perhaps the fastest, the best played and the most heartily contested of the season. We desire to say right here that the Syracuse players and management were certainly gentlemen and good sports in every sense of the word. The close score and the fact that Mansfield carried the ball 154 yards to 33 yards for Syracuse shows how hard the Freshmen had to work for their victory. Another game which was hotly contested and very interesting from the spectators' standpoint was the first game with Alfred played at Mansfield, Mansfield winning score 16 to 0.

Mansfield also managed to take Alfred into camp on their own grounds, score Mansfield 13, Alfred 5.

The management not being familiar with this section of the country had rather hard luck with the last end of the schedule and the season closed with the Syracuse game.

The season in a nutshell.

Mansfield 73, Sayre Tech. School 0.
Mansfield 5, Binghamton H. S. 12.
Mansfield 23, Corning N. H. S. 0.
Mansfield, 16, Alfred 0.
Mansfield 13, Alfred 5.
Mansfield 51, Haverling H. S. 0.
Mansfield 10, Cook Academy 0.
Mansfield 0, Syracuse Freshmen 5.

Mansfield 171.
Opponents 22.

It would not be fitting to leave the football season without speaking of the strong, faithful and enthusiastic scrub team. Prof. John T. Wheeler as assistant coach spent hours of earnest effort and developed from the rough a team which was second only to the varsity.

Owing to the superb physical condition of the members of the team, brought about by the rigid training and the excellent food furnished by the steward, Mansfield was able to come through the season with no severe and few, if any, minor injuries.

Following are the names, weight and ages of the players entitled to wear the football "M".

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Name, position	Weight stripped	Age
Edw. Loftus, Captain Right end, sub quarter back	140	23
Earl Chamberlain, Right tackle	168	22
George Harer, Right guard	150	23
Daniel Clark. Center	178	21
John Carter, Left Guard	170	19
Paul Dwyer, Left tackle	170	19
Harry Carter, Left end, sub half back	160	18
Francis Gallup Quarterback	135	19
Patrick Dempsey, Right half back	165	
Edward Russell Full back	180	19
J. Steve Moran Left half back	158	20
Wm. Hinds, Sub back, tackle and guard.	150	18
Joe Hughes. Sub end.	130	20
Theodore Frutiger Sub end	160	18

BASKET BALL

It has been claimed that the popularity of basket ball as a sport is declining but the conditions at Mansfield this year tend to disprove this statement. From the calling out of the candidates to the time of the last game played, that with Genesee, the interest and enthusiasm shown has been very inspiring. Thus far in the season Mansfield has broken even, winning three and losing three games.

The boys had the misfortune to lose their first game but gritting their teeth and having the encouragegment of the old saying, "A bad beginning makes a good ending," they went into the succeeding games with a do or die spirit which has brought results. The first game, that with Cortland Normal School was lost partly through lack of practice. We play Cortland again late in the season, and hope to "show them up."

The much heralded Lackawanna Athletics of Scranton were defeated to the tune of 28 to 12. This game was notable for the playing of the Strunk brothers, there being three in the game. Two played for Lackawanna and one for M. S. N. S. the latter being the bright, particular star of the game.

The Genesee Wesleyan Seminary of Lima, N. Y. got away with two games, the first at Lima, score 37 to 18, the second at Mansfield. The second game was voted the best seen on the court this season and it was the hardest kind of hard work that Genesee nosed out a victor, score 22 to 16.

Harry Carter has been elected captain and under his able leadership the team should make a good showing for the remainder of the season.

The games and scores:—

Mansfield 14, Cortland 20.
" 34, Haverling High 7.
" 48, Lackawanna A. A. 12.
" 18, Genesee 37.
" Genesee 22.

Several games have been played by teams other than the varsity. The annual Red and Black game, played the same evening as the game with Cortland brought out the customary enthusiasm and created much excitement. The game was won by the Blacks, 15 to 10. Saturday, Feb. 3. the Seniors played a team represent-

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ing the faculty and won by the score 12 to 7. This game was perhaps as amusing as any. The faculty became very winded and although encouraged by a strong cheering section, were rather glad when time was called. Saturday, Feb. 17, the Middlers in a very exciting and exceedingly well played game defeated the Seniors by the score 15 to 8.

Saturday, Feb. 24 the Middlers defeated the Juniors and College Preps by the score 17 to 10.

Following is the varsity schedule as arranged by Prof. Hamilton for the remainder of the season. It is rumored that the varsity may go on an extended trip during the spring vacation.

Mar. 1—M. S. N. S. vs. Starkey at Lakemont.

Mar. 2—M. S. N. S. vs. Y. M. C. A. at Elmira.

Mar. 9—M. S. N. S. vs. Syracuse, 1913 at Mansfield.

Mar. 16—M. S. N. S. vs. Cortland at Cortland.

BASEBALL

The baseball prospects for 1912 are very promising. Several of last year's men are back and several who are known to be good players are students or have signified their intention of becoming students in the Spring Term. A very successful season is looked for under the leadership of Prof. Hamilton as coach. Prof. Hamilton has played ball in fast company, playing with Jack Coombs at Colby College. His knowledge of "inside" baseball will no doubt aid the team very materially.

TRACK

The annual Mid Winter Sports contest between Seniors and Middlers versus Juniors and College Preps. is scheduled for Friday, Mar. 1. This event this year is to take the form of an indoor meet and practically all of the exhibition work of former years has been eliminated from the program.

A track team is to be organized in the spring and it is planned to arrange meets with several schools.

The University of Penn. has invited M. S. N. S. to send a relay team to their annual meet taking place the last Saturday in April. The matter is under consideration.

¶ Faith is the communication of the Divine Spirit by which Christ as the revealed God dwells in our heart. It is the awakening of the Spirit of adoption whereby we cry, "Abba Father."—T. H. Green.

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¶ And we shall be made truly wise if we be made content, too, not only with what we can understand, but content with what we do not understand—the habit of mind which theologians call—and rightly—faith in God.—Charles Kingsley.

WITH THE ALUMNI

'86—Daniel H. Rosenkrans is an enterprising merchant in Dalton.

'91—Mary Fassett Chase is living at Gold, Pa., devoting her time and attention to the care of her mother who is very feeble.

'92—Olin White was elected to the office of Director of the Board of Trade of the City of Nashville, Tenn. on Feb. 10th. last after one of the most hotly contested elections ever held in that city.

Mr. White has resided in Nashville for the past three years and has made many fast friends. He is a lumberman by occupation and he is the local manager for Wistar, Underwood & Nixon, the big hard wood wholesale firm of Philadelphia. He is also a prominent member of the Nashville Lumbermen's Club.

'92—Norman C. Gile is located in Kingston, N. Y., where he has charge of the Ulster Academy.

'94—Leah M. Decker is keeping books for her father, A. R. Decker in his extensive coal, wood, cement and draying business of this place.

'95—James N. Muir is the Principal of the High School in Orange, N. J. Under his able management everything at the school progresses very finely.

'97—C. Melvin Coon is a physician at La Quin. He is considered thoroughly proficient in his profession and he has a large and lucrative practice.

'97—Carl M. Bradford is a successful practitioner of medicine at Forksville. He is a graduate of the Baltimore Medical College.

'98—Ernest G. Webster is a farmer in Sullivan township.

'98—William L. Albert is a lawyer at Ludington, Mich. He was graduated from the Law School at Ann Arbor in 1910.

'98—Leon J. Russell is teacher of mathematics in the Towanda High School.

'98 and '82—A son was born on January 20 to Mr. and Mrs. F. W. Simmons of Williamsport. Mrs. Simmons was Stella Lownsbery.

'98—Clarence W. Stwart, now a successful business man in Elmira, N. Y., was a recent visitor at the school.

'99—Lieutenant B. Mart Bailey has been retired from duty with Battery D., 5th. Field Artillery and appointed quartermaster and commissary on the staff of Major O. W. B. Farr at Fort Sill, Oklahoma, where is located the new "School of Fire" for field artillery.

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'99—James H. Thompson has been promoted from telegraph editor to news editor and assistant managing editor of the Rochester, N. Y. Evening Times.

'00—William J. Neal has charge of the dry goods department in Judge's store at Mansfield.

'03—Margaret A. Morris is successfully teaching a Primary School at West New York, N. J.

'05—Gertrude L. Tomlinson is teaching in the seventh grades in the public schools of Mineola, L. I.

'05—The marriage of Miss May R. Taylor, of Mansfield, to Mr. Frank Roy Kendrick, of Syracuse, took place in St. James' Episcopal Church, Tuesday, January 16.

'09—Bertha Roff is teacher in the Mt. Jewett schools. Her success is attested by the fact that she is teaching her second year there.

'09—Ruth G. Saxton is teaching school at Bailey Corners.

'06—Alice Morris is a teacher in the public schools of Bayonne, N. J. where she is doing grammar grade work.

'06—John Kiley is a medical student in Chicago.

'07—Mabel Smart is teaching near Paterson, N. J. where she is doing very satisfactory work.

'99—Anna L. Thatcher is exemplifiying the work of domestic science at her home in Montrose.

'99—Celia Van Ness (Mrs.W.Shaw) is residing in Lestershire, N. Y. where Mr. Shaw is doing good business in the line of a grocery store.

'99—Clara J. Miller is a very successful teacher in the Driftwood High School.

'99—Philip J. Lent is principal of the Montoursville High School.

'99—The funeral of Mina A. Gaige, wife of Herman H. Gaige, was held from the home in Elmira street, at two o'clock, Friday, Jan. 19, 1912.

Mrs. Gaige was graduated from the Mansfield State Normal School in 1899. She was held in highest esteem among relatives, friends and neighbors and was loved by all who knew her.

'01—William A. Jennings was married on the 25th of last October to Miss Margaret V. Kelley of Dunmore, Pa. They reside at 117 Church St., Scranton.

'01—Lynn G. Soper was married last December to Miss Florence Darby of Morris. They reside at Shinglehouse, where Mr. Soper is principal of the High School, and is performing excellent work in the cause of education.

'02—Earl Spencer is a successful dairy farmer at Jackson Summit.

'02—Harry Hulslander has for the present at least given up teaching for the more lucrative calling of farming. His address is Mansfield, R. D. 4.

'02—Daniel Mudge is teaching his second year as principal of the Mainesburg school. His work is very satisfactory to the patrons of the school.

'02—Edna Garrison Tickner is teaching in Rutland.

'08—Earl Graves is teacher in the High School at East Emporium.

'08—Lawrence J. Eighmey is principal of the Wells High School.

'08—After graduation Genevieve Barden taught successfully for one year, but afterwards she was obliged to give up teaching on account of a severe illness from rheumatism. She is now slowly recovering from her long illness.

'08—The Rev. John Darrow, of Elmira, is the new pastor of the Millerton and Jackson M. E. churches. He

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has been appointed to fill the vacancy caused by the resignation of the conference appointee.

'08—Harry W. Brink is an assistant in the physics laboratory at the Normal.

'08— Ione McDonald is teaching eight grade work in the Luthers Mills High School, she having held the same position ever since her graduation.

'11—Frances Burdick is teaching in the Home of the Friendless in Scranton.

'11—Ethel Wilson teaches in Rutland township.

'11—Marion H. Guiles is teaching in the intermediate department of the Elkland High School.

'10—Harry E. Briggs is doing good work as principal of the Le Raysville High School.

'10—Kathryn Groome is teaching near her home in Tioga township.

'10—Rilla Stone is teaching a rural school near her home at Le Raysville.

'10—Fred Carrington is a teacher in the High School at Orwell.

'10—Kathryn Brink is teaching at Ulysses.

'10—Mildred Rees is a student in Michigan University.

'10—Ruth Reynolds is teaching her second year in a rural school in Sullivan township. This fact speaks well for her marked success as teacher.

'10—Lewis Sindlinger is the efficient principal of the Roaring Branch schools.

'10—Edna Marvin is teaching in the Blossburg High School.

'10—Harold C. Burleigh is principal of the Thompson Graded School.

'10—Harry B. Kelley is teaching an excellent school at Canoe Camp.

'11—Susie E. Newell who until recently has been in an Ithaca photographic studio, has secured a position in the Vedder Studio of Mansfield.

'11—Stuart Rhodes is a teacher in the Orange, N. J. public schools.

'11—Ezra B. Selleck is teaching at Mina.

'11—Agnes Scott is doing excellent work as instructor of the primary grade of the Shinglehouse Graded Schools.

'11—Frances Burdick is teaching the fourth grade in the No. 28 Grammar School in Scranton.

'11—Ethel DeWitt is doing excellent work in the fifth grade in the Troy High School.

'11—Elizabeth Hatherill is the capable assistant principal in the Covington High School.

'11—Ora McClure is teaching the Everitt School near her home.

'11—Jennie M. Dewey is the competent teacher of the Union school in Sullivan township, near her own home.

¶ The pleasantest things in the world are pleasant thoughts, and the greatest art in life is to have as many of them as possible. - Bovee.

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¶ If we work upon marble it will perish, if we work upon brass time will efface it, if we rear temples they will crumble into dust, but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellow men, we engrave on those tablets something which will brighten to all eternity.—Daniel Webster.

STUDENT ORGANIZATIONS

ATHENAEAN SOCIETY

The weekly entertainments given by the Athenaean society are both enjoyable and instructive. All students who have not yet joined an organization will derive much benefit from these literary programs. A hearty welcome awaits any who wish to spend an hour on Saturday evening in a pleasant and profitable way. While only the members of the society take an active part in the exercises, all are cordially invited to attend and to join in the social time which is always a delightful feature of the evening's events.

On the evening of December sixteenth, a public program was given in Alumni Hall. The numbers rendered were of the same type as those given in the society rooms each Saturday evening, though the play was a little more elaborate. The pleasing manner in which all presented their parts was proof of the good results attained by the faithful work of the term.

The program follows:

"Christmas Bells,"
Society

Oration—The Season of Terrestial Harmonies,
Leon H. Rockwell.

Debate—Resolved, That the myth of Santa Claus should not be taught to children.

Affirmative—Leon Rockwell, Leslie Spry.

Negative—Ray Merrill, Edna Kelly.

Chairman ....Frank Sheffel

Judges:

Prof. Frederick S. Hamilton .....
....Member of Faculty

Clara Strailey ....
..... President of Alpha Kappa Phi Sorority.

Raymond Williams ....
.... President of Delphic Fraternity.

Chorus—"Oh, Little Town of Bethlehem."
Phillips Brooks.
Society.

Reading—"The King's Pardon" .....
....Anon
Edna Kelly.

Chorus—"The First Christmas Song"
Society.

CLIONIAN SORORITY.

"Dear, old pals,
Jolly, old pals,
We're always together
In all sorts of weather,

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Dear, old pals,
Jolly, old pals,
Dear, old Clio pals."

With this song on our lips, and with the spirit and zeal which characterizes Clionians, we began our Winter Term's work.

Our literary work consisted, chiefly of the study of Art. This we took up from the earliest known records, tracing and studying it to the modern artists.

On the evening of March 2, we united with the Delphics in giving our open program. The morality play "Everywoman" was presented, and a few literary numbers were given between acts.

Much is being done toward furnishing our sorority room. New curtains and a rug have been purchased, which, together with gifts from our members, have done much in the way of preparation for Convocation, which is to be held in Mansfield next year.

A. M. D.

The work of Delta Chapter of the Delphic Fraternity has been very interesting and instructive throughout.

Several interesting debates have been held. Arrangements have been made by Mr. Donlon, our debating manager, for a debate with the Amphityon Society of the Genesee Wesleyan Seminary at Lima, N. Y. The debate is to be held early in the Spring term.

The question to be debated is "Resolved that Initiative Referendum and Recall should be adopted by Constitutional amendment."

The Delphic chapter will support the affirmative of the question.

Another item of interest is the fact that the Delphic together with the Clionians are preparing a joint public program to be given March 2.

This program will be a four act play entitled "Everywoman," the latest morality play.

The parts are well taken and we expect that this program will be carried out in such a manner as will show that the Delphics still retain their high standard of efficiency.

On account of the extra work, this term has seemed very short to all the brothers and will be over before we are aware of it. But in anticipation of the coming term we are hoping to see many of our older brothers in our midst.

C. H. TEWKSBURY

Y. M. C. A.

Upon looking over the work of the present year, and even though we know that much good has been accomplished, we still feel that many of our fellows are failing to take advantage of the profitable meetings held each week.

The association work has been planned along progressive lines and the officers of the cabinet have been most ably supported by the members of the faculty, who have thrown themselves into the work as never before.

Dr. Mosher of Ithaca, N. Y. spoke to us in January and later conducted a joint meeting in Alumni Hall.

He was very much appreciated by the student body and made many friends while with us.

Our Bible Study work has been conducted as heretofore and it is with much pleasure that we note the in-

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creasing knowledge of the Book, manifested by those who have given this phase of the work their close attention.

The attendance at the Sunday morning session compares very favorably with that of previous years.

However we hope to increase our numbers rapidly and with the influx of new students for the Spring term, we hope to end the year with a larger class than ever before.

On Feb. 22-25, the State convention was held at Bradford, Pa. A large number of delegates attended and the affair was a great success from every view-point.

Mr. Harry Brink, of the Physics Dept., represented our association and brought back much new inspiration and thought.

With the close of the present term, ends the administration of the present cabinet. We thank the fellows and the members of the faculty for their co-operation and trust that the new cabinet may bring with them much spiritual uplift and interest.

F. K. D.

PHILALETHEAN

The winter term of 1912 begins with the Fraternity showing a condition unequaled in our history. The membership is larger than usual for the time of year. The new members, as well as the old, enter into the work with the utmost zeal.

The interest shown in the literary work is entirely unprecedented. The principal features of this work are the debates on present day questions of national and international importance and the vocal work to which more time is given than heretofore.

On Feb. 22 a very pleasant public program was rendered by the "Phils." It showed considerable talent and careful preparation in its rendition.

The true spirit of Philaletheanism manifests itself in everything attempted.

This promises to be the banner year of our Fraternity.

The Grand Chapter Convocation this year is to be held at Newpaltz, N. Y. Our Chapter will be very ably represented by Mr. Russell and Mr. Mason.

MILTON ROY.

¶ To be a strong hand in the dark to another in the time of need, to be a cup of strength to a human soul in a crisis of weakness, is to know the glory of life.—Hugh Black.

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SCHOOL ANNOUNCEMENTS

FOUR YEAR COURSE

(Figures 1, 2, 3, indicate TERMS required.)

FIRST YEAR

Algebra (3), Latin (3), School Management and Law (3), Spelling, Reading and Public Speaking (1), Ancient and Mediaeval History (2), Physical Geography (1), Arithmetic (2), Grammar (3), Vocal Music (1), Physical Training (3), Manual Training or Domestic Science (2).

SECOND YEAR

Plane Geometry (3), Rhetoric (3), Botany (2), Zoology (1), Bookkeeping (1), Modern and English History (2), Caesar (3), Methods, (2), Drawing (2), Physical Training (3).

THIRD YEAR

Psychology (3), Cicero, German, French or History of Arts and Sciences (3), Literature (2), U. S. History and Civics (2), Geography (1), Physiology and Sanitation (1), Solid Geometry and Trionometry or Geology and Astronomy (3), Special Methods (2), Chemistry (3), Physical Training (3).

FOURTH YEAR

Practice Teaching (3), History of Education (2), Agriculture (2), Arithmetic (1), Grammar (1), Methods in Arithmetic and Grammar (2), Virgil, German, French or any three of the following:—Ethics, Logic, Sociology, Philosophy of Education, Surveying (3), Public Speaking (1), Physics (3), Drawing (1), Manual Training or Domestic Science (2), Physical Training (3).

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SCHOOL ANNOUNCEMENTS

ADMISSION

Properly certified graduates of approved Pennsylvania High Schools of the first grade, and City High Schools as listed by the Department of Public Instruction, may be admitted to the Third year without examination by the Faculty, and be conditioned in the branches that have not been satisfactorily completed by them.

Upon the same conditions graduates of Pennsylvania High Schools of the second grade may be admitted to the Second Year; and graduates of Pennsylvania High Schools of the third grade, to the First Year.

Attendance Required for Graduation

Attendance in the Normal School for the last two years is required of all candidates for graduation, excepting that graduates of four year courses in colleges approved by the College and University Council may be graduated after an attendance of one year.

SUPPLEMENTARY COURSE

(In Addition to the Regular Course.)

LEADING TO THE DEGREE OF BACHELOR OF PEDAGOGICS

Philosophy of Education, Advanced Psychology.

Discussion of Educational Questions: School Supervision, including School Law; Devices for Teaching; Educational Theories; &c.

School Apparatus and Appliances: Description, Use, Preparation.

LEADING TO THE DEGREE OF MASTER OF PEDAGOGICS

Two years' teaching after graduation in the Regular Course.

Professional Reading with Abstracts: History of Education in the United States (Boone), European Schools (Klemm), Systems of Education (Parsons).

Sanitary Science, School Architecture, etc.

Thesis.

A full equivalent will be accepted for any of the text books named above.

The Courses in Reading and Classics for all the courses shall be determined by the Board of Principals at their annual meeting and shall be the same for all the Normal Schools.

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SCHOOL ANNOUNCEMENTS

SPECIAL COURSES

[Offered by this School]

I. COLLEGE PREPARATORY COURSES

1. For Classical Course.
2. For Latin Scientific Course.
3. For Technical Course.

II. COURSES IN ART

1. A course laid out for three years of work.
2. A course to fit persons to become Teachers or Supervisors of Drawing in Public Schools.

III. COURSES IN MUSIC

1. A Course in Piano, Organ, Singing or Violin.
2. A Course to fit persons to become Teachers or Supervisors of Music in Public Schools.
   (To secure certificates in the Supervisors' Course in either Art or Music, candidates must be able to pass the required examination in other subjects which will enable them to qualify as teachers.)

IV. COURSE IN EXPRESSION

(This course embraces the physical and mental training necessary for elocutionary or oratorical ability.)

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SOUTH HALL

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IMPORTANT REGULATIONS

The Tuition ($1.50 per week) is paid by the state for all persons who are in any of the Courses for Public School Teachers, provided the person is at least seventeen years of age, and also that he signs an agreement to teach in the Public Schools of Pennsylvania for two full annual terms. (This free tuition is always conditional upon succeeding Legislatures continuing to make appropriations for such purposes.)

Deductions will be made to students who are absent from school two consecutive weeks or more on account of sickness or for other satisfactory reasons.

No deduction will be made to students entering within the first two weeks, or leaving within the last two weeks, of a term.

All checks should be drawn to the order of the State Normal School, and payment be made to the Principal.

Boarding students, who receive State Aid, should pay $30 at the opening of each term; those who do not receive State Aid should pay $40. The balance of the term's amount is due by the middle of the term.

Tuition in all special departments, and for such persons as do not receive State Aid in the Regular Normal Department, is due in advance.

Boarding students furnish napkins, towels, pillow slips, sheets and one comfortable. (The last article enumerated, as well as all articles to be laundered, should be distinctly marked with the owner's name.)

Students have the privilege of renting text books at a nominal rate, excepting that literary classics and books on Pedagogy must be bought.

For two days at the opening and two days at the close of each term, students' baggage is carried to and from the railway station free of charge. Each piece of baggage should be distinctly marked with the owner's name.

The Enrollment Fee admits the student to the Entertainment Course and to the games of football, basket ball, and baseball. Those attending the entire year pay only $1.00 in the Spring Term, making it $7.00 for the year.

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EXPENSES

ENROLLMENT

	Fall Term (16 Weeks)	Winter Term (12 Weeks)	Spring Term (12 Weeks)	Total for Year	Per Week for Time less than a Term
Enrollment Fee . . .	$3 00	$3 00	$3 00	$7 00	
BOARD					
Board, room rent, and laundry, (12 pieces per week)	$56 00	$42 00	$42 00	$140 00	$4 00
TUITION					
Regular Normal Department					
Tuition	$24 00	$18 00	$18 00	$60 00	$1 50
Fine Arts Department					
Music					
Full Course (Piano, Voice or Violin)	$30 00	$22 50	$22 50	$75 00	$2 50
Private Lessons:					
Two lessons per week Piano Voice or Violin)	18 00	13 50	13 50	45 00	1 25
Pipe Organ	30 00	22 50	22 50	75 00	2 00
One lesson per week (Piano, Voice or Violin) . . .	11 00	8 00	8 00	27 00	80
Pipe Organ	18 00	13 50	13 50	45 00	1 25
Harmony and Counterpoint (two lessons per week) .	3 50	2 75	2 75	9 00	30
Solfeggio, Sight Reading, History and Music (one lesson per week) . . .	2 00	1 25	1 25	4 50	15
Rent of Piano (one period per day	2 00	1 25	1 25	4 50	15
Pipe Organ Practice . .	16 00	12 00	12 00	40 00	1 00
Supervisor's Course in Music .	48 00	36 00	36 00	120 00	
Art or Elocution					
Two Lessons per week .	$18 00	$13 50	$13 50	$45 00	$1 25
One Lesson per week .	11 00	8 00	8 00	27 00	80
Supervisor's Course in Drawing	24 00	18 00	18 00	60 00	1 75
ChinaPainting(Special)					

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MANSFIELD NORMAL SCHOOL

A SUPERIOR TRAINING SCHOOL FOR TEACHERS

This makes it the best possible school for others—those desiring COLLEGE PREPARATION, ART, MUSIC, ELOCUTION, or simply a BETTER EDUCATION to fit them for COMPLETE LIVING.

FOLLOWING ARE THE REASONS:

1. THE STATE REQUIRES US TO TEACH DRAWING; WE NOT ONLY DO THIS, BUT WE SECURE **A SPECIALIST IN ART.** IT SAYS WE SHALL TEACH READING, AND TO DO THAT WE GET A **WISELY TRAINED ELOCUTIONIST.** WE MUST TEACH VOCAL MUSIC, AND SO WE DO IT THROUGH **A MASTER MUSICIAN.** THE RECOGNIZED BRANCHES OF EVERY GOOD SCHOOL ARE TAUGHT BY THOSE WHO ARE MASTERS IN THEIR SEVERAL DEPARTMENTS, BECAUSE WE BELIEVE NO OTHERS ARE FITTED TO TEACH IN A NORMAL SCHOOL.

2. OUR WORK IS BASED UPON THOROUGHLY ESTABLISHED PRINCIPLES OF TEACHING.

3. OUR STUDENTS ARE THEREBY LED INTO HABITS OF PROPER STUDY.

4. BENEATH ALL THIS WE AIM TO PLACE A STRONG MORAL CHARACTER.

IN ALL OF THIS WE HAVE SAID NOTHING OF OUR BEAUTIFUL BUILDINGS AND SURROUNDINGS, OUR FINE GYMNASIUM, ATHLETIC PARK, ELEVATOR, HOSPITAL WITH ATTENDANT NURSE, HOME COMFORTS IN THE FORM OF PLEASANT ROOMS, GOOD BOARD, ELECTRIC LIGHTS, STEAM HEAT, ETC.

These are the external aids to the giving of an education (necessary to the best) and we have them all.

We have emphasized the vital elements—the Faculty and the quality of work done.

All of these Advantages at Surprisingly Low Rates

For Catalogue, and all information concerning Courses of Study, Expenses, etc., etc., address the Principal,

ANDREW THOMAS SMITH, MANSFIELD, PA.

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